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ABSTRACT

Since the project evaluation for the last years indicated that pupil achievement and growth were significant, the corrective program in reading, language arts, and mathematics operated with Title 1, 1965 Elementary Secondary Education Act, and State Act for Disadvantaged Children funding was continued during the 1973-74 school year in seven elementary schools and one high school in Hartford. An Instructional Center approach was the core of this program in which specific remedial/corrective instruction was provided to eligible students who had reading, language, and/or mathematics learning problems. The instructional program emphasized corrective reading and language arts skills. Remedial mathematics instruction continued at the Cathedral of St. Joseph School and at St. Peter School. Instruction was provided on a scheduled basis during the regular school day. The equivalent of 13 full-time teachers were employed to teach in the Instructional Center Program. These teachers worked in teaching teams on a part-time basis, generally half days. In addition, eight instructional aides worked with children in the centers under the supervision of the instructional center teachers. These paraprofessionals allowed the teachers to offer more individualized and more intensive instruction to the students. (Author/JM)

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INSTRUCTIONAL CENTERS

HARTFORD NONPUBLIC SCHOOLS

An Evaluative Report

1973-1974

UD 014 110

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Evaluation Office
Telephone: 566-6534

Hartford Public Schools
Hartford, Connecticut
October, 1974

An Evaluation

of

Sharing Remedial Services with Eligible

Hartford Nonpublic Schools

Introduction

During the 1973-1974 school year, the nonpublic schools in Hartford have continued a program of corrective reading, language arts and mathematics instruction in seventeen Instructional Centers in eight Hartford Catholic Schools. Jointly funded under Title I of the Elementary and Secondary Education Act and the State Act for Disadvantaged Children, the seventeen centers have focused on corrective reading and language arts instruction. Two centers have also offered mathematics instruction. One learning center offered more advanced language concepts and reading skills for foreign-born children at Our Lady of Sorrows School. Seven of the schools receiving service are elementary and one is a secondary school.

Data relative to the Corrective Instructional Center Programs operated for students in grades 1-12 and the Intensive Program in Written and Oral Language for Foreign Language Speaking Students is included in this report. Common program objectives, descriptions and activities are described prior to the presentation of test data.

INSTRUCTIONAL CENTER PROGRAM

I PROJECT OBJECTIVES

A. General Objectives

1. To raise the level of achievement of those educationally deprived students who are most seriously deficient in the basic reading, language and/or mathematics skills.

2. To improve educationally deprived students' attitudes toward reading, language and/or mathematics and school in general through increased successful academic experiences.

B. General Objectives Translated Into Specific Behavioral Objectives for Reading, Language Arts and Mathematics

1. After the period of instruction, the post-test mean score for the learners should show one month's growth for each month of instruction in the specific subject area(s) in which instruction took place. (All Levels)

2. Given a specific reading selection at a given grade level, the student is able to answer 80% of the questions which check his comprehension of that selection where reading instruction took place. (All Levels)

II Project Description

Since the project evaluation for the last several years indicated that pupil achievement and growth were significant, the corrective program in reading, language arts and mathematics operated with Title I and SADC funding was continued during the 1973-1974 school year in seven elementary schools and one high school in Hartford. An Instructional Center approach was the core of this program in which specific remedial/corrective instruction was provided to eligible students who had reading, language and/or mathematics learning problems. The instructional program was directed toward the stated objectives. Instruction was provided on a scheduled basis during the regular school day. The major emphasis of the program was on corrective reading and language arts skills. Remedial mathematics instruction continued at the Cathedral of St. Joseph School and at St. Peter School.

The equivalent of thirteen full-time teachers were employed to teach in the Instructional Center Program. These teachers worked in teaching teams on a part-time basis, generally half days. In addition, eight instructional aides worked with children in the centers under the supervision of the instructional center teachers. These paraprofessionals allowed the teachers to offer more individualized and more intensive instruction to the students.

The instructional centers are equipped with a variety of instructional equipment. Furniture and materials are designed to stimulate various teaching and learning styles. Emphasis during the year was placed

on an eclectic-multi sensory approach to learning.

Two distinct Instructional Center programs were operated during the current school year. The regular instructional program was continued as in past years with children scheduled for daily instructional periods of 40-60 minutes. The exceptions to this daily period were the mathematics program at The Cathedral of St. Joseph and the tutorial program at South Catholic High School.

Cycle scheduling was the alternate form of programming during the year. This program scheduled two groups of 12-15 children into a center for 2-2½ hours daily in a concentrated reading and language skills building approach for periods of ten weeks. Cycling was also effected on a semester basis with daily sheduled time ranging from 40-90 minutes as needed. Students participating in these programs received intensive work in reading and language arts. Students were tested at the beginning and again at the end of each cycle when they either were returned to their classroom or were recycled for another period.

An intensive program in oral and written English for foreign born students was continued at Our Lady of Sorrows School. It emphasized the use of English in advanced oral and written situations as well as developmental reading skills for those students who had completed the standard English As A Second Language program, but who were functioning below typical children of their age in writing and reading.

III Project Activities

Urban children with differing learning styles must be approached with a variety of multi-sensory and interest-stimulating activities and materials.

Accordingly, the following are examples of materials, equipment and activities which had been successful with children in the program:

Reading and Language

1. Use made of various audio-visual machines and materials

   a. EDL Filmstrips and Comprehension builders used with the Controlled Reader, or with a regular filmstrip projector for students who are not able to handle the speed factor.

   b. 3M Teaching Tapes and EDL Listen and Think Tapes.

   c. Caliphone Audio-Reader tapes used for reading, phonics and spelling reinforcement.

   d. People Profile Kit - Listening comprehension records which are also used for development of skills in outlining.

   e. Peabody Language Kit.

   f. Use of the typewriter for word and phonics reinforcement and to stimulate the flow of language through sentence structure and paragraph writing.

2. Samples of Activities and Materials Used with Reading Programs

   a. Selma Herr Program for Auditory Training and Awareness.

   b. Writing books for primary grade students.

   c. Ortin Phonics Program and the Gillingham Program

   d. Open Court Remedial Program.

   e. Barnell Loft Ltd. Specific Skills Series.

   f. Tactics in Reading (High School Level)

3. Reading Games, Devices and Other Curriculum Materials

   a. Students prepared individual vocabulary files.

b. A variety of commercially prepared or teacher-made games, puzzles and activities geared to the development of specific skills, as visual memory, word attack and vocabulary expansion.

c. "Cooking" activities following simple recipes.

d. Teaching science vocabulary and concepts informally through simple experiments correlated with bulletin board displays centered around a science theme.

4. Specific Language Development Activities

a. Descriptive paragraphs of objects in the classroom. Students progress from expanded verbalization to written descriptive paragraphs.

b. Students react orally or in writing to imaginative topics or descriptions of how they feel, as "If you were a fly on our window, what would you see.", or "How does purple feel?"

c. Use of self-description as a means of expansion of awareness, vocabulary, expression and self-concept.

Mathematics

1. Use of magic slates for practice examples and review.

2. Tach X and Flash X Tachistoscopic training for rapid number fact drill.

3. Presentation of number problems on overhead projector for group analysis to identify what steps to take to solve these problems.

4. Use of teacher prepared cassette tapes or reel to reel tapes for individual practice of enumeration, fundamental processes, problem solving, etc.

IV EVALUATION

Description of Instruments Used

The following pre and post tests were administered to evaluate the degree of academic gain in reading, language and/or mathematics according to nationally standardized norms:

The Gates-MacGinitie Reading Test - Forms A,B-Primary Grades

The Stanford Achievement Test Forms W,X,Y

- Primary Battery II, Grade IV
- Intermediate Battery I, Grade V
- Intermediate Battery II, Grades VI, VII, VIII

California Reading Test - High School Level

The following instruments were used for diagnostic purposes:

Peabody Picture Vocabulary Test - Grades I-VIII

Botel Inventory Tests

- Botel Word Recognition Test - Grades I-IV
- Botel Phonics Mastery Test - Grades I-V or as needed
- Botel Word Opposite Test - Grades IV-VIII

Full Year Program

Reading and Language

Elementary Level

The Gates-MacGinitie Reading Tests were administered to students in the Primary Instructional Centers in September, 1973 and in May, 1974. A similar pattern was followed in the Intermediate and Upper Centers where appropriate levels of the reading and language battery of the Stanford Achievement Tests were used.

The program represents an eight month instructional time span. Instructional periods averaged 45 minutes daily.

Primary Level

Gates-MacGinitie Reading Test

Grade	No. Children	Test Dates	Voc.	Comp.	Composite
1	14*	Pre 9-73	1.4	1.3	1.3
		Post 5-74	2.3	2.0	2.1
Gain in Months			+9	+7	+8

*24 additional students were serviced in Grade 1 without pre-testing.

2	70	Pre 9-73	1.6	1.5	1.5
		Post 5-74	2.9	2.7	2.8
Gain in Months			+ 13	+12	+13
3	40	Pre 9-73	2.1	1.7	1.9
		Post 5-74	3.0	2.9	3.0
Gain in Months			+9	+12	+11

Intermediate and Upper Level

Stanford Achievement Reading Test

Primary Battery II

Grade	No. Children	Test Date	Word Meaning	Para. Meaning	Read. & Lang. Mean
4	39	Pre 9-73	2.6	2.5	2.5
		Post 5-74	3.3	3.2	3.4
Gain in Months			+ 7	+7	+9

Intermediate Battery I

5	60	Pre 9-73	3.5	3.2	3.4
		Post 5-74	4.5	4.3	4.4
Gain in Months			+10	+11	+10

Intermediate Battery II

6	44	Pre 9-73	3.9	3.6	3.7
		Post 5-74	4.7	4.5	4.7
Gain in Months			+8	+9	+10
7	26	Pre 9-73	4.4	4.6	4.5
		Post 5-74	5.3	5.5	5.6
Gain in Months			+9	+9	+11
8	35	Pre 9-73	5.0	5.2	5.2
		Post 5-74	6.5	6.5	6.3
Gain in Months			+15	+13	+11

FULL YEAR PROGRAM

INTERPRETATION OF THE DATA PRESENTED

Gates-MacGinitie Reading Test
Stanford Achievement Test - Reading and Language Battery

Analysis of test data for the Hartford nonpublic school's full year program yields most positive results. As an arbitrary yardstick for inner-city children, the term "reasonable progress" is given to a gain of 6 months in an 8 month instructional period; good progress is considered to be 8 months growth in an 8 month period, and excellent progress is used to describe scores which go beyond the expected gain of 8 months. Applying these terms -- reasonable - good - excellent -- to the progress made by the average learner during an 8 month period of instruction, the degree of progress or growth can be stated for each grade level in each subtest.

In this framework, the composite mean gain may be termed good for those First Grade students tested with the Gates-MacGinitie Reading Test. All subtests and composite reading scores for students in Grades 2 and 3 may be termed excellent.

For students in Grades 4 through 8 tested with the Stanford Achievement Test Battery, language scores were excellent and served to raise substantially the mean composite reading and language scores. Mean growth in word meaning and paragraph meaning was satisfactory in Grade 4, good to excellent in Grades 5, 6 and 7, and exemplary in Grade 8.

FULL YEAR PROGRAM

READING AND LANGUAGE

HIGH SCHOOL LEVEL

At South Catholic High School, the California Reading Test was used to measure student achievement. Students were selected on the basis of low high school entrance examination scores and/or on their teacher-diagnosed inability to function effectively in subject areas requiring language arts skills. Students received 3 or 4 tutorial periods weekly in place of regular study periods.

The mean gains for each grade level are listed below:

Grade	No. Children	Test Date	Voc.	Comp.	Composite
9	28	Pre 9/73	9.4	8.6	9.1
		Post 5/74	11.1	9.6	10.4
Gain in Months			+17	+10	+13
10	10	Pre 9/73	9.4	8.4	9.0
		Post 5/74	10.5	9.5	10.1
Gain in Months			+11	+11	+11
11	1	Pre 9/73	10.9	11.8	11.3
		Post 5/74	14.0	12.3	13.0
Gain in Months			+31	+5	+17

FULL YEAR PROGRAM

INTERPRETATION OF THE DATA PRESENTED

California Reading Test

Composite test results show excellent growth in the mean of learners serviced in Grades 9, 10 and 11. Particularly exemplary is the test-demonstrated growth in vocabulary for students in Grades 9 and 11.

FULL YEAR PROGRAM

MATHEMATICS

INTERMEDIATE LEVEL

Students at the intermediate level were given instruction in mathematics at St. Peter and Cathedral of St. Joseph Schools.

Service for 8 full months was offered by the regular instructional center teacher for one 40 minute period daily at St. Peter. At Cathedral, a math specialist worked with pupils from 1 to 3 hours weekly based on student needs and scheduling restrictions.

Forms of the Stanford Achievement Mathematics test were administered as listed.

Grade	No. Children	Test Dates	Arith. Comp.	Arith. Concepts
		Primary II		
4	9	Pre 9-73	3.0	2.9
		Post 5-74	3.7	3.5
Gain in Months			+7	+6
		Intermediate I		
5	20	Pre 9-73	3.5	3.0
		Post 5-74	4.3	3.9
Gain in Months			+8	+9
		Intermediate II		
6	10	Pre 9-73	3.9	3.4
		Post 5-74	5.2	4.8
Gain in Months			+1 3	+1 4
		Intermediate II		
7	9	Pre 9-73	3.6	5.3
		Post 5-74	6.3	5.8
Gain in Months			+2 7	+5

FULL YEAR PROGRAM

INTERPRETATION OF FINDINGS OF THE DATA PRESENTED

Stanford Achievement Test - Mathematics

Mean gain for students in Grade 4 may be termed reasonable using the previously determined gauge. Mean gain for students in Grade 5 may be termed good and that for students in Grade 6, excellent. In Grade 7, gain in computation was exemplary.

Analysis of performance at the two schools offering instruction in mathematics, however, yielded the following mean growth results:

No. Children	School	Arith.Comp. Mean Growth	Arith.Concepts Mean Growth	Average Instructional Time in Minutes
29	Cathedral	+14 mo.	+ 8 mo.	120 minutes
19	St. Peter	+ 5 mo.	+10 mo.	200 minutes

Mean Growth in arithmetic concepts was good to excellent for both schools; mean growth in arithmetic computation was excellent at Cathedral. It is noted than an average of 80 minutes more per week per child was devoted to mathematics instruction at St. Peter School.

SEMESTER CYCLE PROGRAM

Two semester cycles of 15 weeks each continued at St. Anne St. Augustine and SS. Cyril and Methodius Schools. During these cycles, pupils remained for longer periods of instruction, 12 hours on the average per week.

In addition, several pupils in each of the Hartford nonpublic schools were serviced for either the first or the second semester. Composite results are compiled below by semester.

Students in Grades 2-3 were tested on the Gates-MacGinitie Reading Test. Students in Grades 4-8 took forms of the Stanford Achievement Test.

SEMESTER CYCLE PROGRAM

PRIMARY LEVEL

Gates-MacGinitie Reading Test

Grade	No. Children	Test Date	Voc.	Comp.	Composite
2	8	Pre 9/73	2.1	2.0	2.1
		Post 1/74	3.2	2.6	2.9
Gain in Months			+11	+6	+8
2	3	Pre 1/74	1.9	1.6	1.8
		Post 5/74	2.3	2.0	2.2
Gain in Months			+4	+4	+4
3	8	Pre 9/73	2.7	2.1	2.4
		Post 1/74	3.0	2.7	2.8
Gain in Months			+3	+6	+4
3	4	Pre 9/73	2.1	2.4	2.3
		Post 1/74	2.7	3.0	2.9
Gain in Months			+6	+6	+6

SEMESTER CYCLE PROGRAM

INTERMEDIATE AND UPPER LEVELS

Stanford Achievement Reading Test

Primary II Battery

Grade	No. Children	Test Date	W.M.	P.M.	Reading and Language Mean
4	5	Pre 9/73	2.8	2.4	2.8
		Post 1/74	3.1	3.1	3.8
Gain in Months			+3	+7	+10
4	7	Pre 1/74	2.6	2.7	2.8
		Post 5/74	3.0	3.1	3.2
Gain in Months			+4	+4	+4
5	12	Pre 9/73	3.7	3.2	3.7
		Post 1/74	4.2	4.1	4.8
Gain in Months			+5	+9	+11
5	7	Pre 1/74	4.1	3.5	3.7
		Post 5/74	4.3	4.4	4.5
Gain in Months			+2	+9	+8

SEMESTER CYCLE PROGRAM

INTERMEDIATE AND UPPER LEVELS

Stanford Achievement Reading Test

Intermediate Battery II

Grade	No. Children	Test Date	W.M.	P.M.	Reading and Language Mean
6	12	Pre 9/73	4.4	4.2	4.4
		Post 1/74	5.6	5.8	5.8
Gain in Months			+12	+16	+14
6	6	Pre 1/74	4.7	4.1	4.2
		Post 9/74	5.2	4.5	4.9
Gain in Months			+5	+4	+7
7	8	Pre 9/73	5.1	4.4	4.9
		Post 1/74	5.1	5.1	5.2
Gain in Months			0	+7	+3
7	3	Pre 1/74	5.3	4.4	4.8
		Post 5/74	7.3	7.3	5.6
Gain in Months			+20	+27	+8
8	5	Pre 9/73	5.1	5.4	5.3
		Post 1/74	6.0	6.0	6.7
Gain in Months			+9	+6	+14

SEMESTER CYCLE PROGRAM

INTERPRETATION OF THE DATA PRESENTED

Gates-MacGinitie Reading Test
Stanford Achievement Test - Reading and Language Battery

During 16 weeks of instruction, mean gain test scores for inner-city children may be interpreted as satisfactory if they show a minimum of 3 months growth in 4 months time. Four months of growth in 4 months time may then be interpreted as good, and 5 months of growth or more in 4 months of instruction could be termed excellent.

At the primary level, the mean gain was excellent in Grade 2 for the first semester and good for the second semester. The reverse was true in Grade 3.

Analysis of growth in Grades 4-8 reveals that, in general, the most substantial growth was made during the first semester in Grades 4, 5 and 6 and that the reverse was the case in Grade 7. Five pupils in Grade 8 were serviced for the first semester only and made excellent gains in the language component of the Stanford Achievement Test.

In each listing, different students were serviced the second semester. Students were dropped at mid-year because of outstanding growth, or because classroom teachers demonstrated that other students had far greater need of service. In the case of 7th Graders serviced, students had, for the most part, been in instructional center programs for 3 or more years. Administrators agreed with both center and classroom teachers that a new group of equally needy students should be serviced.

TRIMESTER CYCLE PROGRAM

St. Anne School continued the three-cycle program, servicing pupils for long periods of instruction during 10 week cycles. Length of lessons averaged 1½ hours daily. Service in this program was offered to Grades 2, 3 and 4. One full time teacher and one full time paraprofessional participated in this cycle program. Pupils in Grades 2 and 3 were tested with the Gates-MacGinitie Reading Test. Pupils in Grade 4 were tested with the Stanford Achievement Test, Primary Battery II.

PRIMARY LEVEL

Gates-MacGinitie Reading Test

Grade	No. Children	Test Date	Voc.	Comp.	Composite
2	10	Pre 9/73	1.6	1.4	1.5
		Post 12/73	2.2	1.9	2.1
Gain in Months			+6	+5	+6
2	10	Pre 12/73	2.1	2.0	2.1
		Post 3/74	2.6	2.4	2.5
Gain in Months			+5	+4	+4
2	10	Pre 3/74	2.5	2.5	2.5
		Post 5/74	2.8	2.9	2.9
Gain in Months			+3	+4	+4

TRIMESTER CYCLE PROGRAM

Gates-MacGinitie Reading Test

Primary Level

Grade	No. Children	Test Date	Voc.	Comp.	Composite
3	15	Pre 9/73	1.8	1.5	1.7
		Post 12/73	2.4	2.5	2.5
Gain in Months			+6	+10	+8
3	15	Pre 12/73	2.4	2.5	2.5
		Post 3/74	2.8	3.0	2.9
Gain in Months			+4	+5	+4
3	15	Pre 3/74	2.7	3.0	2.9
		Post 5/74	3.0	3.3	3.2
Gain in Months			+3	+3	+3

Intermediate Level

Stanford Achievement Reading Test

Primary Battery II

Grade	No. Children	Test Date	W.M.	P.M.	Reading and Language Mean
4	6	Pre 9/73	2.3	2.1	2.3
		Post 12/73	2.4	2.7	2.5
Gain in Months			+1	+6	+2

TRIMESTER CYCLE PROGRAM

Intermediate Level

Stanford Achievement Reading Test

Primary Battery II

Grade	No. Children	Test Date	W.M.	P.M.	Reading and Language Mean
4	10	Pre 12/73	2.5	2.5	2.4
		Post 3/74	2.8	2.7	2.8
Gain in Months			+3	+2	+4
4	11	Pre 3/74	2.9	2.7	2.9
		Post 5/74	3.4	3.0	3.5
Gain in Months			+5	+3	+6

TRIMESTER PROGRAM

INTERPRETATION OF THE DATA PRESENTED

Gates-MacGinitie Reading Test
Stanford Achievement Test - Reading and Language Battery

Ten weeks of instruction may be computed as 2½ months of instruction. Revising the growth gauge for inner-city school children, 2 months growth in that interval of time would be considered satisfactory, 3 months growth good, and 4 months growth or more in 2½ months would be considered excellent.

Mean gain in all cycles in Grades 2 and 3 ranged from good to outstanding in every subtest administered. With the exception of the word meaning subtest in one cycle of Grade 4, mean growth ranged from satisfactory to excellent.

It must be noted that the majority of students were serviced for more than one cycle, and that a large number were serviced for all three cycles.

TRANSITIONAL ENGLISH PROGRAM

An Intensive Instructional Program in Written and Spoken English for Foreign-Born Students

An intensive instructional program for foreign-language speaking students was continued at Our Lady of Sorrows School because of the need for a follow-up E.S.L. service. Eligible students from Grades 4 through 7, dominant in Spanish, Portugese, Italian or French were serviced. The program stressed English concept-building and included aural, reading and writing skills.

Students were tested with the Stanford Achievement Reading Test. Results are listed below:

Primary Battery II

Grade	No. Children	Test Date	W.M.	P.M.	Reading and Language Mean
4	6	Pre 9/73	2.3	2.6	2.5
		Post 5/74	3.3	3.5	3.7
Gain in Months			+10	+9	+12
6	5	Pre 9/73	3.4	3.3	3.1
		Post 5/74	4.3	4.0	4.3
Gain in Months			+9	+7	+12
7	1	Pre 9/73	2.7	2.7	3.4
		Post 5/74	3.2	3.5	4.1
Gain in Months			+5	+8	+7

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TRANSITIONAL ENGLISH PROGRAM

Intermediate Battery I

Grade	No. Children	Test Date	W.M.	P.M.	Reading and Language Mean
5	1	Pre 9/73	3.6	2.7	3.0
		Post 5/74	3.3	4.0	3.8
Gain in Months			-3	+13	+8
7	2	Pre 9/73	4.9	4.9	4.5
		Post 5/74	5.1	5.2	5.4
Gain in Months			+2	+3	+9

FULL YEAR PROGRAM FOR FOREIGN BORN STUDENTS

INTERPRETATION OF THE DATA PRESENTED

Initial mean test results from the Stanford Achievement Test, Reading-Language Battery, showed that students selected to participate in this program were performing, on an average, at least two years below grade level. The level of test taken was determined by teacher-judged performance rather than by age-grade criteria.

Results of students tested with the Primary II Battery indicate that mean growth was excellent for Grade 4, good in Grade 5, and satisfactory or better in Grade 6. Only 3 pupils were tested with the Intermediate I Battery where growth was good on the composite Reading and Language mean.

For 13 of the 15 pupils in the program, mean growth in the language components of the test were significant and they served to raise substantially the composite reading and language mean.

SUMMARY AND CONCLUSIONS

This evaluation report represents data derived from pre and post testing of the regular and cycle programs of the Instructional Center operation. It also presents data from the Instructional Program for Foreign Born Students.

The project objectives and a general description of the program were presented and standardized test data for the various program components were detailed. The data indicates that, in general, Instructional Center programs were effective in meeting program objectives. Primary grade students tested with the Gates-MacGinitie Test made good to excellent progress and the mean gain for the Intermediate grades using the Stanford Achievement Test also evidenced good to excellent growth. This year, tested growth in Grades 7-11 was good to excellent, and was outstanding for 8th and 9th Grade students.

Since the evaluation data indicates good results and the joint non-public professional staff and parent committee indicates satisfaction with the program, the basic structure of the Instructional Center concept will continue. Greater emphasis will be placed on individualized instruction based upon more careful diagnosis and prescription of individual student needs.

The Intensive Program for Foreign Born Children will be expanded to include students from St. Peter School. Instruction in mathematics will be limited to one center at Cathedral of St. Joseph School.

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Trimester cycling for Grades 2-3-4 at St. Anne School will be eliminated for 1974-75. Semester cycling will be offered to only a limited number of students at each school. Their continuation in the program will be based on reevaluation at midyear.

Evaluation of student attitude was determined through the administration of the School Sentiment Index and by review of reactions offered by parents, Instructional Center teachers, classroom teachers, and administrators. Consensus indicated improved student attitudes toward both self and school in the majority of cases. Classroom teachers noted greater growth in academic areas.

Perhaps due to the turnover in administrative-supervisory personnel, certain needs were apparent in the operation of the program, particularly with communications at many levels. A need for additional staff training in ways of individualizing instruction was also evident. These are the basis of our recommendations for future change as shown on the Composite Report submitted to the State Department of Education.(see p. 3a immediately following.)

Our goals for 1974-1975 include (1) continued academic growth and improved self-concept for students, and (2) improved communications with students, parents, school staff, Instructional Center staff and administrators involved in program operation at all levels.

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COMPOSITE

Date June, 1974

1973-74 SADC - TITLE I ESEA PROJECT EVALUATION

Town Hartford

Prgm Director Dr. Margaret Godfrey

Address 125 Market Street

Prgm Evaluator Mrs. Jeanne Bien

Program Title Sharing Remedial

Period of Program:
(X) sch yr only
( ) summer only
( ) sch yr & sum

Program length in weeks 30-36

Project Number: 64-2, 64-3

Program Funds:
SADC: $ 62,995
Title I: $ 194,230
_____: $ _____
(Specify any other)

Services with Eligible Hartford Nonpublic Schools

1. Program Participants

Total public school pupils _____

Total nonpublic school pupils 640

2. Schools where programs took place:

Cathedral of St. Joseph, St. Anne, St. Pete
St. Justin, St. Augustine, Our Lady of Sorr
South Catholic, SS. Cyril & Methodius

Grade level breakdown for all pupils served:

Pk	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
		14	93	69	73	100	72	50	40	28	10	1		60*

3. Economic and educational criteria used to select pupils for services of the program: 1. Students must reside in validated attendance area. 2. Students must be 1 year or more below grade level in reading or math. 3. Students may exhibit social or emotional maladjustment as a result of poor academic progress and cultural deprivation.

4. Number and type of staff to whom SADC or Title I funds were paid:
3 Full time Instructional Center Teachers 1 3/5 time teacher 8 full time para-
18 Half time " " " 1 2/5 time teacher professionals

5. Principal objectives related to pupils' achievement and attitudes:
1. To raise the level of achievement in math or reading an average of one month's growthfor each month of instruction. 2. To improve the self concepts of selected students and their attitude toward school.

6. Description of program activities and services:
Small groups of 2 to 12 students met daily for periods ranging from 30 min. to 2 hrs. 15 min. for programs designed to meet their individual needs. Emphasis at all schools was in the area of reading and language arts. Two schools also served math needs at the intermediate level. One special program for grades 4-7 at Our Lady of Sorrows acted as a transitional program from ESL to regular school and/or learning center programs.

Audio-visual materials, teacher-made materials and various commercial materials were used.

* 24 pupils at Grade 1 level were serviced without pre-testing.
6 pupils were given H.S. math help or had special untested services all year.
30 pupils serviced but moved before testing took place.

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7. **Evaluation of the principal goals of the program, measures used, results, and an interpretation of what the results mean.**

Goals: After the period of instruction, the post-test mean scores for the learners should show an average of one month's growth for each month of instruction.

Measures Used: Standardized tests used were Gates-MacGinitie, 1964, at the primary levels and Stanford Achievement Tests, 1964, for the intermediate and upper levels. The California Achievement Test was used at the high school level.

Results: Tabulations below are based on comprehension or paragraph meaning subtests in reading, computational skills in math. Based on an 8 month instructional period, the mean gain at all levels may be interpreted as good to excellent.

Grade	No. of Children	Time Duration	Subtest Used	Mean Gain During Period of Instruction
1	14	32 weeks	Gates-MacGinitie, Comp.	+7 mo.
2	70	" "	Gates-MacGinitie, Comp.	+10 mo.
3	40	" "	Gates-MacGinitie, Comp.	+11 mo.
4	41	" "	S.A.T. Primary II, Par. Meaning	+7 mo.
5	60	" "	S.A.T. Int. I, Paragraph Meaning	+11 mo.
6	44	" "	S.A.T. Int. I & II, Par. Meaning	+10 mo.
7	26	" "	S.A.T. Int. II, Paragraph Meaning	+10 mo.
8	35	" "	S.A.T. Int. II, Paragraph Meaning	+11 mo.
9	28	" "	Calif. Achievement Test	+13 mo.
10	10	" "	Calif. Achievement Test	+11 mo.
11	1	" "	Calif. Achievement Test	+17 mo.
	369 pupils			Mean gain of +10.2 mo. during 8 mo. of instruction
2	11	16 weeks	As above	+5 mo.
3	12	" "		+6 mo.
4	12	" "		+5 mo.
5	19	" "		+9 mo.
6	18	" "		+12 mo.
7	14	" "		+10 mo.
8	5	" "		+6 mo.
	91 pupils			Mean gain of +8 mo. during 4 mo. of instruction
2	12	10 weeks	As above	+6 mo.
3	17	" "		+7 mo.
4	11	" "		+3 mo.
	40 pupils			Mean gain of +5.3 mo. during 2.5 mo. of instruction
4-7	48	32 weeks	S.A.T., Arith Comp.	+10 mo.
	2	16 weeks	" " "	+17 mo.
	50 pupils			Mean gain of 10 mo. during 8 mo. of instruction

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8. Title I funds are provided to serve children from low-income areas regardless of whether they attend public or private schools. If children going to nonpublic schools resided in the school attendance areas validated for Title I, ESEA services in your community, provide the following:

   a. Where Title I services were rendered, indicate the number of children and the name(s) of the nonpublic schools they attended.

   b. Describe the specific services nonpublic school children received.

   c. Indicate the dollar amount of Title I, ESEA funds used for the above services.

9. Aside from the evaluation made of program objectives, indicate any successful outcomes resulting from Title I or SADC efforts in any town during the past year.

   See attached sheet, 3a

10. Aside from the evaluation made of program objectives, indicate any problems resulting from Title I or SADC efforts in the town during the past year.

   See attached sheet, 3a

11. State the recommendations for the future consideration of the programs. Base the recommendations on the findings and conclusions of this evaluation report.

   See attached sheet, 3a

12. Report the standardized test results for program pupils on the following pages. Report results so that pre- and post-test scores are for the same pupils. Report results for only those pupils who were administered the appropriate levels of the test for the pupil's school grade placement.

   The test results are organized to help in a state-wide analysis of SADC and Title I. Report scores for a single subtest in reading, math, or language where these are related to the program being offered. Note that group scores have been requested for specific grade levels only on page 4, while page 5 has been organized for all other test information which cannot be included on page 4.

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9. Aside from the evaluation made of program objectives, indicate any successful outcomes resulting from Title I or SADC efforts in any town during the past year.

Learning center and classroom teachers have observed improved student attitude, self-concept, and greater independence. More growth in academic areas was noted than in the past. Individualized programs have interested and challenged children.

10. Aside from the evaluation made of program objectives, indicate any problems resulting from Title I or SADC efforts in the town during the past year.

a. Communication among classroom, instructional center and all administrative personnel needs to be improved, e.g.: scheduling, classroom expectancy for academic performance, data exchange.

b. Lack of staff experience in setting up individualized programs based on diagnostic testing.

c. Evaluative problems, e.g. excessive testing of pupils in cycle programs; test selection; clarification of assignment and release proceedures for learning centers.

d. Insufficient communication with parents plus lack of parental involvement in learning center plans, programs and evaluation.

e. Need for updating of federal and state guidelines for geographic target areas and poverty level based on population shifts and inflationary spiral.

11. State the recommendations for the future consideration of the programs. Base the recommendations on the findings and conclusions of this evaluation.

a. Joint in-service sessions and small group meetings for classroom and learning center personnel with special focus on individualized learning.

b. Elimination of cycling problems; improved screening, articulating and evaluating of students in program.

c. Newsletter to learning center parents and school staff, plus revitalization of parent groups.

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STANDARDIZED TEST INFORMATION FOR READING, MATH, AND LANGUAGE

Town Hartford Proj. #64-2, 64-3 Type Program Remedial Reading & Math.

Regular Program - 32 Weeks

Gr Lvl for Group Scores	Test Instrument Information: Name of Test and Year Published	Name of Subtest	Pre & Post Test Lvls	Pre & Post Test Forms	No. of Pupils Tested	Raw Scores and Grade Equivalence: Time of Pre Test*	Mean Scores r.s. / g.e.	Time of Post Test*	Mean Scores r.s. / g.e.
Reading									
Gr 1	1964 Gates-MacGinitie	Rdg. Comp.	1.1 / 1.9	A-1 / A-2	14	1.1	1.3	1.9	2.0
Gr 2	"	"	2.1 / 2.9	A-1 / A-2	70	2.1	1.7	2.9	2.7
Gr 3	"	"	3.1 / 3.9	B-1 / B-2	40	3.1	1.8	3.9	2.9
Gr 4	1964 SAT Primary II	Para. Meaning	4.1 / 4.9	W / X	35	4.1	2.5	4.9	3.2
Gr 5	1964 SAT Int. I	"	5.1 / 5.9	W / X	59	5.1	3.2	5.9	4.3
Gr 6	1964 SAT Int. I, II	"	6.1 / 6.9	W / X	38	6.1	3.6	6.9	4.6
Gr 7	1964 SAT Int. I, II	"	7.1 / 7.9	Y / X	24	7.1	4.6	7.9	5.6
Gr 8	1964 SAT Int. II	"	8.1 / 8.9	W / Y	35	8.1	5.2	8.9	6.3
Math									
Gr 1									
Gr 2									
Gr 3									
Gr 4	1964 SAT Prim. II	Arith. Comp.	4.1 / 4.9	W / Y	9	4.1	3.0	4.9	3.6
Gr 5	1964 SAT Int. I	"	5.1 / 5.9	Y / X	21	5.1	3.5	5.9	4.3
Gr 6	1964 SAT Int. II	"	6.1 / 6.9	W / X	10	6.1	3.9	6.9	5.2
Gr 7	1964 SAT Int. II	"	7.1 / 7.9	W / Y	9	7.1	4.5	7.9	6.2
Gr 8									
Language									
Pk									
K									

CA at Pre Test	Mean Scores r.s. MA	CA at Post Test	Mean Scores r.s. MA

*Record date of testing in grade equivalent units. If the pretest is between September 15 and October 14 for fourth graders, record it as 4.1, for example. If the post-test is between May 15 and June 14, record it as 4.9. If during other months,

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[illegible] second semester. For that reason all students who were serviced for only one semester this year have time of testing listed as second semester.

STANDARDIZED TEST INFORMATION FOR READING, MATH, AND LANGUAGE

Town Hartford Proj. #64-2. 64-3 Type Program Remedial Reading & Math

Semester or Semester Cycle Program - 16 Weeks

Gr Lvl for Group Scores	Test Instrument Information: Name of Test and Year Published	Name of Subtest	Pre & Post Test Lvls	Pre & Post Test Forms	No. of Pupils Tested	Raw Scores and Grade Equivalence: Time of Pre Test*	Mean Scores r.s. / g.e.	Time of Post Test*	Mean Scores r.s. / g.e.
Reading									
Gr 1			/	/			/		/
Gr 2	1964 Gates-MacGinitie	Rdg. Comp.	2.5 / 2.9	A-1 / A-2	11	2.5	1.9	2.9	2.4
Gr 3	"	"	3.5 / 3.9	B-1 / B-2	12	3.5	2.2	3.9	2.8
Gr 4	1964 SAT Prim. II	Para. Meaning	4.5 / 4.9	W / X	12	4.5	2.6	4.9	3.1
Gr 5	1964 SAT Int. I	"	5.5 / 5.9	W / X	19	5.5	3.3	5.9	4.2
Gr 6	1964 SAT Int. II	"	6.5 / 6.9	W / X	18	6.5	4.2	6.9	5.4
Gr 7	1964 SAT Int. I & II	"	7.5 / 7.9	Y / X	14	7.5	4.4	7.9	5.4
Gr 8	1964 SAT Int. II	"	8.5 / 8.9	W / Y	5	8.5	6.1	8.9	6.7
Math									
Gr 1			/	/			/		/
Gr 2			/	/			/		/
Gr 3			/	/			/		/
Gr 4			/	/			/		/
Gr 5			/	/			/		/
Gr 6			/	/			/		/
Gr 7	1964 SAT Int. II	Arith. Comp.	7.5 / 7.9	W / Y	2	7.5	3.6	7.9	5.3
Gr 8			/	/			/		/

						CA at Pre Test	Mean Scores r.s. / MA	CA at Post Test	Mean Scores r.s. / MA
Language									
Pk			/	/			/		/
K			/	/			/		/

*Record date of testing in grade equivalent units. If the pretest is between September 15 and October 14 for fourth graders, record it as 4.1, for example. If the post-test is between May 15 and June 14, record it as 4.9. If during other months, use the same rationale.

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STANDARDIZED TEST INFORMATION FOR READING, MATH, AND LANGUAGE

Town Hartford Proj. #64-2, 64-3 Type Program Reading & Language Arts

3 Cycle Program - 10 Weeks

Gr Lvl for Group Scores	Test Instrument Information: Name of Test and Year Published	Name of Subtest	Pre & Post Test Lvls	Pre & Post Test Forms	No. of Pupils Tested	Raw Scores and Grade Equivalence: Time of Pre Test*	Mean Scores r.s. / g.e.	Time of Post Test*	Mean Scores r.s. / g.e.
Reading									
Gr 1									
Gr 2	1964 Gates-MacGinitie	Rdg. Comp.	2.1 / 2.4	A-1 / A-2	12	2.1	1.2	2.4	1.9
Gr 3	"	"	3.1 / 3.4	B-1 / B-2	15	3.1	1.6	3.4	2.5
Gr 4	1964 SAT Prim. II	Para. Meaning	4.1 / 4.4	W / Y	7	4.1	2.0	4.4	2.7
Gr 5									
Gr 6									
Gr 7									
Gr 8									
Math									
Gr 1									
Gr 2									
Gr 3									
Gr 4									
Gr 5									
Gr 6									
Gr 7									
Gr 8									

Language					CA at Pre Test	Mean Scores r.s. MA	CA at Post Test	Mean Scores r.s. MA
Pk								
K								

*Record date of testing in grade equivalent units. If the pretest is between September 15 and October 14 for fourth graders, record it as 4.1, for example. If the post-test is between May 15 and June 14, record it as 4.9. If during other months, use the same rationale.

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STANDARDIZED TEST INFORMATION FOR READING, MATH, AND LANGUAGE

Town Hartford Proj. # 64-2, 64-3 Type Program Reading & Language Arts

3 Cycle Program - 10 Weeks

Gr Lvl for Group Scores	Test Instrument Information: Name of Test and Year Published	Name of Subtest	Pre & Post Test Lvls	Pre & Post Test Forms	No. of Pupils Tested	Raw Scores and Grade Equivalence: Time of Pre Test*	Mean Scores r.s. / g.e.	Time of Post Test*	Mean Scores r.s. / g.e.
Reading									
Gr 1									
Gr 2	1964 Gates-MacGinitie	Rdg. Comp.	2.4 / 2.7	A-2 / A-1	10	2.4	1.9	2.7	2.4
Gr 3	"	"	3.4 / 3.7	B-2 / B-1	15	3.4	2.5	3.7	3.0
Gr 4	1964 SAT Prim. II	Para. Meaning	4.4 / 4.7	X / W	10	4.4	2.5	4.7	2.7
Gr 5									
Gr 6									
Gr 7									
Gr 8									
Math									
Gr 1									
Gr 2									
Gr 3									
Gr 4									
Gr 5									
Gr 6									
Gr 7									
Gr 8									

						CA at Pre Test	Mean Scores r.s. / MA	CA at Post Test	Mean Scores r.s. / MA
Language									
Pk									
K									

*Record date of testing in grade equivalent units. If the pretest is between September 15 and October 14 for fourth graders, record it as 4.1, for example. If the post-test is between May 15 and June 14, record it as 4.9. If during other months,

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STANDARDIZED TEST INFORMATION FOR READING, MATH, AND LANGUAGE

3 Cycle Program - 10 Weeks

Town Hartford Proj. # 64-2, 64-3 Type Program Reading & Language Arts

Gr Lvl for Group Scores	Test Instrument Information: Name of Test and Year Published	Name of Subtest	Pre & Post Test Lvls	Pre & Post Test Forms	No. of Pupils Tested	Raw Scores and Grade Equivalence: Time of Pre Test*	Mean Scores r.s. / g.e.	Time of Post Test*	Mean Scores r.s. / g.e.
Reading									
Gr 1									
Gr 2	1964 Gates-MacGinitie	Rdg. Comp.	2.7 / 2.9	A-1 / A-2	10	2.7	2.4	2.9	3.0
Gr 3	"	"	3.7 / 3.9	B-1 / B-2	15	3.7	2.8	3.9	3.3
Gr 4	1964 SAT Prim. II	Para. Meaning	4.7 / 4.9	W / Y	11	4.7	2.7	4.9	2.9
Gr 5									
Gr 6									
Gr 7									
Gr 8									
Math									
Gr 1									
Gr 2									
Gr 3									
Gr 4									
Gr 5									
Gr 6									
Gr 7									
Gr 8									

						CA at Pre Test	Mean Scores r.s. MA	CA at Post Test	Mean Scores r.s. MA
Language									
PK									
K									

*Record date of testing in grade equivalent units. If the pretest is between September 15 and October 14 for fourth graders, record it as 4.1, for example. If the post-test is between May 15 and June 14, record it as 4.9. If during other months, use the same method.

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STANDARDIZED TEST INFORMATION FOR READING, MATH, AND LANGUAGE

Town Hartford Proj. # 64-2, 64-3 Type Program Special O.L.S. Reading Transition from ESL

Gr Lvl for Group Scores	Test Instrument Information: Name of Test and Year Published	Name of Subtest	Pre & Post Test Lvls	Pre & Post Test Forms	No. of Pupils Tested	Raw Scores and Grade Equivalence: Time of Pre Test*	Mean Scores r.s. / g.e.	Time of Post Test*	Mean Scores r.s. / g.e.
Reading									
Gr 1									
Gr 2									
Gr 3									
Gr 4	1964 SAT Prim. II	Para. Meaning	4.1 / 4.9	W / X	6	4.1	2.6	4.9	3.3
Gr 5	"	"	5.1 / 5.9	W / X	1	5.1	2.7	5.9	4.0
Gr 6	1964 SAT Int. I	"	6.1 / 6.9	W / X	5	6.1	3.3	6.9	3.8
Gr 7	"	"	7.1 / 7.9	W / X	3	7.1	4.2	7.9	4.9
Gr 8									
Math									
Gr 1									
Gr 2									
Gr 3									
Gr 4									
Gr 5									
Gr 6									
Gr 7									
Gr 8									
Language						CA at Pre Test	Mean Scores r.s. MA	CA at Post Test	Mean Scores r.s. MA
2:									
K									

*Record date of testing in grade equivalent units. If the pretest is between September 15 and October 14 for fourth graders, record it as 4.1, for example. If the post-test is between May 15 and June 14, record it as 4.9. If during other months,

STANDARDIZED TEST INFORMATION
NOT INCLUDED ON PRECEDING PAGE

Town Hartford Proj. #64-2, 64-3 Type Program Reading & Language

Gr Lvl for Group Scores	Test Instrument Information: Name of Test and Year Published	Name of Subtest	Pre & Post Test Lvls	Pre & Post Test Forms	No. of Pupils Tested	Raw Scores and Grade Equivalence: Time of Pre Test*	Mean Scores r.s. / g.e.	Time of Post Test*	Mean Scores r.s. / g.e.	For Test Info Where G.E. Scores Are Not Available
9	1957 California Reading Test	Comp.	9.1 / 9.9	W / X	28	9.1	9.1	9.9	10.4	
10	" "	"	10.1 / 10.9	W / X	10	10.1	9.0	10.9	10.1	
11	" "	"	11.1 / 11.9	W / X	1	11.1	11.3	11.9	13.0	

*Record date of testing in grade equivalent units. If the pre-test is between September 15 and October 14 for fourth graders, record it as 4.1, for example. If the post-test is between May 15 and June 14, record it as 4.9. If during other months, use the same rationale.

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